LESSON 1

Geography of BC – Review *(55 minute lesson)*

Prescribed Learning Outcomes:

A1 apply critical thinking skills, including: comparing, drawing conclusions

A2 demonstrate effective research skills, including: evaluating data, presenting information

A3 demonstrate effective graphic communication skills (individually)

E1 describe the physiographic regions of Canada (British Columbia)

E2 analyse how geography influenced the economic development and settlement patterns in regions of Canada (British Columbia) from 1815 to 1914

Bridge (5 minutes):

Come to class wearing outdoor clothing and packing a variety of expedition gear. Clothing could include hiking boots, hat/toque, rain gear, sun glasses, gloves etc. Outdoor gear could include expedition pack, blanket, maps, compass, tent, rope, pans, matches etc.

Once the class is settled, tell them you are planning an expedition trip in the wilderness. Ask the students to predict the types of obstacles you might face on your travels and ask them to identify items from the expedition gear which would help you along the way. Focus should be placed on geographic obstacles you would encounter.

Objectives (2 minutes):

1. Indentify main geographic features and elements of British Columbia including: topography, climate, and biomes
2. Predict the geographic factors which limited settlement and transportation in the mid 1850’s
3. Interpret three thematic maps, graphs and scales and evaluate the relevancy of the data
4. Produce and interpret a conceptual map of a travel route in British Columbia

Pre-Assessment (5 minutes)

Ask students to recall the previous lessons on the geography of British Columbia. Main themes that should be discussed include the topography, climate and biomes of the areas. Invite students to provide examples of situations where they were faced with overcoming geographic obstacles. Possible examples could include power outages, snow storms, hiking trips etc.

Methods and Activities:

Direct Instruction (15 minutes):

* Review the topographic regions of British Columbia and use the overhead or power point to display Figure 3-11 (Horizons p. 101). Ask students what challenges the topographic regions might provide for transportation and settlement. Images of the Fraser Canyon, Chilcoltin-Cariboo and BC Coast are included.
* Review the climatic regions of British Columbia and use the overhead or power point to display Figure 3-14 (Horizons p. 105). Ask students what challenges the climatic regions might provide for transportation and settlement. Images of mountain tops, river valleys and open grasslands are included.
* Review the biomes of British Columbia and use the overhead or power point to display Figure 3-19 (Horizons p. 109). Encourage students to question the generalizations made by the map. Suggest that while biomes described are broad generalizations of plants and animals, where they interact is specific to the natural environment. Attempt to have students infer that humans are similar to animals and tend to settle in complimentary environments (near fresh water, level fertile land, moderate climate).

Activity Demonstration – Mind mapping (5 minutes):

Introduce the concept of mind mapping to the students and focus on the concepts of links (travel) and nodes (places). Provide an example of a worksheet and mind map create for a recent hiking trip to Cape Scott Provincial Park.

Activity – Time to Make a Map! (15 minutes):

Circulate a Google terrain map, mind mapping worksheet and a blank page. Have the students refer to the 3 previous maps of topography, climate and biomes. Tell the students that it is the 1850’s in British Columbia and they have to travel from Victoria to Barkerville (towns and route indicated on Google map). Student will complete the mind mapping worksheet which asks them to identify the time of year and predict their travel methods, time and obstacles en route. Students will draw their own mind map of the journey from Victoria to Barkerville and be reminded that it is the 1850’s: no automobiles or roads, only horses, carriages and ships. British Columbia is truly the wilderness and there are few interactions with the aboriginals. Encourage students to use colour and draw images.

Activity – Think, Pair, Share (5 minutes):

Upon completion of the map, students will pair up and interpret their partner’s map. After both partners have interpreted each other’s map they can then present their map to their partner. Students are asked what differences and/or similarities they noticed between the author’s and the audience’s interpretations.

Post-Assessment

The students will be assessed on their participation in class and the ability to interpret source material and produce a mind mapping. As the mind mapping activity is primarily intended to orientate the students to the geographic challenges of the 1800’s and as a source for reflection it will not be graded.

Conclusion/Summary:

Quickly summarize the importance and influence of geography on settlement and travel and discuss how we interpret maps from the textbooks and from ourselves. Finally class ends with the teacher letting the students know that “there’s gold in dem dar hills!”.

Justification

The review of the geography of British Columbia is designed to orientate the students mind sets for the following four lessons of the unit. The bridge will draw the students to inquire why the teacher would be wearing expedition gear. The students will be making their own connections between humans and the environment and can make inferences with regards to the challenges that these interactions create. The props offer an opportunity to directly connect physical items with the environment; matches are for fire and will keep you warm in cold environments, a map and compass will keep you on course, a rope will help you climb a hill etc.

Ideally the bridge will connect with the pre-assessment inviting the students to share their own experiences when their surrounding environments present obstacles and challenges. A direct instruction method was chosen to help define and describe the geographic regions of British Columbia because it is an efficient method of delivering previously learned information. The direct instruction portion was specifically designed not to extend past 15 minutes in an effort to maintain the students focus and not overload them with facts. The students are provided with lots of map and images in an attempt to have them visualize the terrain and conditions.

The measureable objectives were written in an effort to ensure that the students have the basic geographic knowledge of British Columbia prior to commencing with the rest of the unit lessons. Since the geography of British Columbia had such an important role and continues to in present time, it is an excellent starting point for students. Simple map recognition is required to locate major geographic regions much as mountain ranges, valleys, deltas and islands. The bridge and pre-assessment discussion gives the students some background knowledge of present times which helps them relate their mind mapping to the 1850’s.

The interpretation and analysis of thematic maps will have the students working with source material; the students will be able to extract the relevant information but should also question the value of other sources (biomes map). Finally the mind mapping activity will offer the students an opportunity to synthesize all of the material presents in a creative manner. The interpretation of classmates mind maps is a valuable lesson in learning how the message that author intends can differ from the message the audience receives. The mind mapping exercise is intentionally focused on the route from Victoria to Barkerville to primer the students for the following day. It is important not to offer too much information to the students as they work through their mapping activities as it will be a source for reflection throughout the unit. The lesson concludes with a summary of what we have learn and some foreshadowing for the following day letting the students know that “there’s gold in dem dar hills!”.

LESSON 2

Eureka! The Cariboo Gold Rush *(55 minute lesson)*

Prescribed Learning Outcomes:

A2 demonstrate effective research skills, including: evaluating data, presenting information

B3 evaluate the influence of immigration on Canadian society from 1815 to 1914

D2 analyse the influence of the following on Canada’s economy from 1815 to 1914:

− resource development

E2 analyse how geography influenced the economic development and settlement patterns in regions of Canada (British Columbia) from 1815 to 1914

D3 describe the development of British Columbia’s economy from 1815 to 1914

Bridge (7 minutes):

Play the cartoon video “Gold Rush Daze”

Ask the students to pay close attention to the transportation methods, mining equipment, and the overall mentality of those associated with gold rushes

Objectives (2 minutes):

1. analyze how the Cariboo Gold Rush and geographic factors impacted the development of the interior of British Columbia in the mid 1800’s,
2. interpret historical photographs and demonstrate an understanding of perspectives in the analysis of source material
3. apply knowledge surrounding the gold rush to demonstrate an understanding of the motivations, trials and tribulations of the immigrants in the mid 1800’s
4. produce a postcard for a friend or family member describing your journey to the gold fields and rationalizing your efforts

Pre-Assessment (5 minutes)

Discuss the cartoon “Gold Rush Daze” and ask students to describe the mentality of the gold rush characters. Bring relevance of the cartoon to real life and ask the students if they can recall situations in present day where the gold rush mentality is evident. Possible examples can be found during boxing-day sales, stock markets, infomercials “become a millionaire”. Review the geographic obstacles that the prospectors faced in travelling from Victoria to Barkerville and ask students to describe why they would make such a journey and predict their outcomes.

Methods and Activities:

Direct Instruction (15 minutes):

Have the students read pp. 216-220 “The Cariboo Gold Rush” Horizons. After the reading, present a political map of North America in the 1850’s and describe the California Gold Rush. Suggest that while the prospectors may have come to British Columbia on their own volition, they may have also been drawn for political reasons. Describe the expansion of the western United States and pressures it imposed on the western North American British colonies. Describe the life of prospectors as being similar to those of pioneers; seeking better lives and/or fortune.

Activity Demonstration – Image interpretation (5 minutes):

Introduce a picture reading strategy for analysing images with lots of detail (BC Rush to Gold Teachers Resource). Strategy includes having the students divide the images into 9 sections and analysing each section independently.

Activity – Image interpretation (10 minutes):

Circulate one worksheet to each student, each worksheet contains six images of the journey to the gold fields (there are three different worksheets for a total of 18 images). Tell the students can choose one of the images to create their own post card to send to a friend or family member. Before they begin they must interpret the image write a descriptive account of what it portrays. Students will synthesize the sections to create an overall description of the photograph. Upon completion circulate a proof sheet with a description of the image for the students to compare.

Activity – Create a Post Card (10 minutes):

Students are then asked to create a post card with the image through the lens of a prospector heading for Barkerville. The post card should include a brief description of the image and a personal connection. The post card must also include a brief description of the journey to date and a reflection of the prospector rationalizing the efforts (is it worth it?).

Activity – Optional Extension in class or at home. (time permitting)

Have the students access the Cariboo Gold Rush Adventure Game **cariboogoldrush.csp.net**/site/en

Post-Assessment

Students will be assessed on their participation during the discussion portion of class. They will also be assessed on their ability to identify elements of the journey of a prospector and trials and tribulations they faced.

Conclusion/Summary (2 minutes):

Briefly summarize the Cariboo Gold Rush followed by a fun “test”. The “A Grade Test”…Lie to the students…tell them that the first student to the board that can name one of the major figures in the Cariboo Gold Rush will receive an A. Watch the students run up to the board only to tell them that you were kidding and that they should have known there was no way you were giving anyone an A if they raced to the board. Allow them to reflect.

Justification

The Cariboo Gold Rush is an excellent example to show the students how the development of the west occurred and the pull factors required to draw settlement. The cartoon viewed in the bridge offers the students the opportunity to observe several characteristics of a gold rush in a short, efficient, and amusing way. The students will be able to identify with travel methods, mining equipment and the hardship of the time. Most important, the students will recognize the mentality, motivation and optimism of the prospectors and how those factors led them into frontier lands.With the students focusing on the optimism of the prospectors, the pre-assessment has the teacher initiating a discussion asking students questions regarding experiences where they might have felt being overly optimistic, part of a frenzy, or felt like they were being offered an “unbelievable deal”. The questioning is designed to have the student identify similar “pull” factors of modern time and offer them connections to the mentality of the settlers of the mid 1800’s.

Having the students read the textbook at the beginning of the direct instruction will encourage discussion during the lecture portion and enable the teacher to question students for comprehension. The inclusion of maps and images outside of the reading is designed to offer the students a visual representation of what they have just read. The students will be able to link their readings to the maps and images to reaffirm and validate their understanding of the subject matter.

The activity portion of the lesson mirrors the lecture portion by reversing the patterns of learning. The students are presented a method of analyzing images with lots of detail to assist with their interpretations. The students will interpret the images using their knowledge of the subject and write their description of the images. A proof (actual description of the image) is given to the students to validate or enhance their own descriptions. The activity should also suggest to students the importance of understanding perspectives. Finally the postcard activity attempts to try and have the students incorporate the knowledge gained from Lesson 1 and 2. The student must synthesis the information learned to create a unique document for the time. The student will be able to describe aspects of the prospector’s journey along with the obstacles which they overcame. An appreciation of the of the mentality of the prospector is also required and will require the students to take a position on the rational of the prospector (is it worth it)

The lesson concludes with a quick summary of the Cariboo Gold Rush. The “A grade test” is used to help the students reflect on human nature. Even though everyone know that “things that seem too good to be true usually are” it is human nature to inquire and explore.

LESSON 3

Victoria and Barkerville – the Tale of Two Towns *(55 minute lesson)*

Prescribed Learning Outcomes:

B1 analyse Canadian society from 1815 to 1914 in terms of gender roles, ethnicity, daily life, and the arts

B3 evaluate the influence of immigration on Canadian society from 1815 to 1914

D3 describe the development of British Columbia’s economy from 1815 to 1914

E2 analyse how geography influenced the economic development and settlement patterns in regions of Canada from 1815 to 1914

Bridge (10 minutes):

Introduce Students to “the World” – Dubai

Prompt a discussion with the students to have them discuss why someone might be intrigued to live on “the World”. Push-pull factors? Why might it be difficult to live on “the World”? What types of challenges might be encountered in constructing “the World”? What sort of infrastructure does “the World” require? What is meant by mixed use?

Objectives (2 minutes):

1. describe the push pull factors which led to the settlement of Fort Victoria
2. assess the impact of the settlement of the American west to the settlement of British Columbia
3. compare the population patterns of Victoria, Barkerville and New Westminster and make comparisons with present day examples
4. recognize the social and physical limitations associated with the rapid growth of an emergent town

Pre-Assessment (5 minutes)

Probe the students on their knowledge of the development of Victoria and ask them if they’ve lived here their whole lives or if they moved here from somewhere else. Ask the students to provide their reasons for coming to Victoria. Suggest that factors which influence settlement today are much the same as factors which influence settlement in the mid 1800’s.

Methods and Activities:

Direct Instruction (20 minutes)

Have the students read pp. 115-118 “The Cultural Landscape” Horizons. Review Figure 3-29 with the students and offer examples of the different functions of settlement (p.117). Shift the focus of the lesson to discuss the towns/villages of Victoria and Barkerville. Describe how the early growth of both Victoria and Barkerville was related and the inter dependence of each of them. Identify the difficulties in the early stages of the settlement of a town and discuss how the functions of settlement influence it. Have the students read pp. 222-224 “Barkerville: The Evolution of a Town” Horizons along with a complimentary reading “Victoria: The Evolution of a Town”

Activity (20 minutes):

Post-Assessment

Conclusion/Summary:

Justification

LESSON 4

Railway Survey, National Policy and the Chinese Immigrants *(110 minute lesson)*

Prescribed Learning Outcomes:

B1 analyse Canadian society from 1815 to 1914 in terms of gender roles, ethnicity, daily life, and the arts

B3 evaluate the influence of immigration on Canadian society from 1815 to 1914

B4 describe the factors that contributed to a changing national identity from 1815 to 1914

C2 analyse political, economic, social, and geographical factors that led to Confederation and to the development of Canada’s provinces and territories

E2 analyse how geography influenced the economic development and settlement patterns in regions of Canada from 1815 to 1914

Objectives (2 minutes):

1. describe the three primary elements of the National Policy as described by John A. Macdonald
2. assess the impact the Canadian Pacific Railway had on western expansion
3. analyze how geography influenced the construction of the Canadian Pacific Railway and compare the regional political pressures in selecting a route
4. recognize the contribution of Chinese workers in the construction of the Canadian Pacific Railway and empathize with the discrimination they faced

Part One – The Railway Survey, Pacific Scandal, and the National Policy

Pre-Assessment (5 minutes)

Ask the students to try and imagine what British Columbia would look like in present time if the was no land connections to eastern Canada. Would British Columbia even be part of Canada? How would the population and settlement patterns of the province look? Suggest that the railroad was originally an economic development opportunity for the manufacturing sector of eastern Canada to supply goods to western Canada, ask students if they can explain the irony of the present day situation.

Methods and Activities:

Direct Instruction (20 minutes):

Provide student with a fill in the blank worksheet surrounding Confederation, the Railway Survey, the Pacific Scandal and the National Policy. The worksheet is design to be completed as the teacher progresses through the lecture. Educate the students on the national and international factors which led to the development and construction of the Canadian Pacific Railway. Discuss the geographic factors which limited the development of the railway in British Columbia and briefly describe the regional tensions that the potential routes created.

Activity – Battle of the Routes (20 minutes):

Place students in groups of four and ask them to turn to Chapter 6, page 229 of the Horizons textbook. Assign each group a major player in the “Battle of the Routes” and have the group defend their position to the rest of the class. Students will then vote on the route they perceive as best.

Part Two:

Bridge (10 minutes): Chinese Immigration

Begin class by showing the opening scene to the movie Blazing Saddles (1974). The scene is a parody of the 1800’s and uses several derogatory racist terms. Even though the movie is a comedy it does offer insight into the discrimination faced by immigrant workers on the railroads. Ask students to identify the derogatory statements but also indentify the instances where value is place on the immigrant worth.

Methods and Activities:

Direct Instruction (48 minutes)

Play the movie “Canadian Steel, Chinese Grit” (1998)

Activity – Think, Pair, Share (5 minutes):

Provide students with another fill in the blank/short answer worksheet which they can fill out as they follow the movie. Upon completion of the movie ask students to share their answers with a partner.

Post-Assessment

Students will be assessed on their participation during “The Battle of the Routes” and their ability to formulate and justify a major player’s position. Students will also be assessed on their contributions to the discussion portions of the class and their work completing the fill in the blank worksheets.

Conclusion/Summary:

Summarize the factors which led to the development and construction of the Canadian Pacific Railway and ask the students to reflect back to the Blazing Saddles movie shown at the beginning of the lesson. Ask students if they feel the treatment the black and Chinese workers faced in Blazing Saddles could be compared to the treatment of the Chinese immigrant workers. Tell the student that the movie was made in 1974 and ask them if it may portray the culture of the time. Finally ask students to look at their minp maps from lesson one and reflect on how their own perspectives have changed over four days.

Justification

The pre-assessment is given at the beginning of Part 1 of the lesson and asks students to imagine what British Columbia would look like with railways and highways connecting us to eastern Canada. The questioning is aimed to have the students quickly deducing the connections between the development of British Columbia’s economy/society and the overland transportation routes. The “what if?” question offers the students an opportunity to think outside of the framework of the information provided and think creatively of what life may be like. It also primes them for the lesson dealing with the factors which led to the construction of the Canadian Pacific Railway; students could look at the series of events and predict what may have happened if one of those events did not occur (example the Pacific Scandal).

The bridge of the lesson is designed to be controversial, arousing the thoughts of students and delivered before commencing with Part Two of the lesson. Ideally the students will be slightly uncomfortable with the derogatory language at first and will quickly realize that it is a parody of railway construction in the 1800’s. Even though Blazing Saddles is a comedic portrayal of life on the railroad, it does offer the students insight into the conditions and treatment of the minority workers. The questionable language is important for the students to comprehend but it is equally important to recognize the value which was placed on the workers themselves. The teacher must take the opportunity to question students about acceptance in society and ask the student if Blazing Saddles (1974) would be acceptable today.

The direct instruction methods of part one is simply done to provide students a reasonable amount of information in a rather short period of time. A fill in the blank worksheet helps guides students through the lecture and provides structure in their note taking. The worksheets can be returned to the teacher for grading to ensure the students comprehend the lecture material. As with the first lecture, part two also provides the students with a similar worksheet to guide them through the movie and ensure that they grasp the key concepts.

The part one activity is designed in a manner to have the students role-play and recognize arguments made by each major player or stake holder in the Railway Survey. The activity also includes a class vote to determine the final route which will require the students to recognize regional politics of the positions and make a decision with their vote. The part two activity allows the student to discuss and compare notes for the movie.

The conclusion gives a summary of what was taught and asks students to interpret two moments in time: 1880s CPR and 1974 Blazing Saddles. The students will be asked to reflect on perspectives in time and suggest that how people in the 1970s viewed the 1880s, may be different than how we are viewing the 1880’s. A final reflection asks the students to look back at their mind maps and see how their maps would be changed given the knowledge they have acquired over the last four days.